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ABSTRACT

A study was conducted at Reedley College to determine whether there were any significant differences between first-time students who applied for admission on time and those who applied late, i.e., from the week prior to the beginning of instruction through the third week of the semester. Involved in the study were the 200 late applicants for the Fall 1979 semester and 200 (25%) of the regular applicants; students who enrolled for only one or two units were not included. Information gathered by the admissions office on high school graduation, grade point average (GPA), and test scores, as well as student performance data collected during the seventh week of the Fall semester and the first week of the Spring semester, were used as the basis of comparison. The study revealed no differences between the high school or first semester GPA's of the two groups. However, the late applicants were more likely to: (1) have transferred from another institution, (2) be 21 years of age or older, (3) have no high school transcript on file, (4) be non-traditional graduates, (5) not be high school graduates, (6) take less than 12 units, (7) withdraw during the semester, and (8) not return for the second semester. Data tables and recommendations are included in the study report. (JP)

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ARE LATE COLLEGE APPLICANTS DIFFERENT?

SURVEY OF FALL APPLICANTS

1979

REEDLEY COLLEGE

Robert M. Clark, Counselor

Reedley College

February 11, 1980

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PURPOSE OF THE STUDY

A paper on the fall, 1978, entering class pertaining to special counseling[1] suggested that students who applied late have some different characteristics than those who apply on time. This study was planned to determine if there are significant differences between late applicants and early applicants.

METHODOLOGY

The names of the late applicants were obtained from the admissions office. Control cards were surveyed for first-time students, and the names of the late applicants were removed from the list of names derived from that survey. The remaining list consisted of names of students who applied on time. The control cards also provided information about high school graduation and grade-point average, age, transcripts received, and test submitted. Program planning sheets which are turned in at registration provided the number of units registered, and the 7th week computer print-out of "Student List with Courses" provided the number of units at the end of seven weeks. The computer print-out "Fall Semester, 1979 Grades" provided units earned, withdrawals, and grade-point average. The computer print-out at the end of the first week of the second semester "Student List with Courses" provided units enrolled for the spring, 1980, semester.

Comparisons for significance were made where standard deviations are not required, since computer facilities are not available for computing standard deviation. The data not tested are included in the report, however. Chi-square at the five percent level of confidence was used, and the null hypothesis assumed.

COMPARISONS CATEGORIES - DEFINITIONS, LIMITATIONS

Number initially in study - two hundred late applicants were identified, and all two hundred were included for a 100% sample. Late applicants were defined as those who applied during the last week prior to the beginning of instruction and continuing through the third week of instruction. There were 817 regular applicants; two hundred were selected by taking every fourth name on the list, providing a 25% sample.

Excluded from study (too few units) - students who enrolled in one or two units only were not included to avoid bias in that direction. Most excluded students were in one or two Physical Education classes.

CHSPE or GED - California High School Proficiency Examination or General Education Development students are not required to present high school transcripts.

High school transcript not required - students who are high school non-graduates or who apply for less than 12 units are not required to submit transcripts.

[1] Robert M. Clark, "Special Counseling Study, Fall, 1978 Entering Class," August 1, 1979. ERIC Collection.

Test submitted - placement test scores are required of all first time full-time students. The institutional test is CGP, but SAT or ACT scores are acceptable in lieu of CGP.

Test exempt - transfer students and those who apply for less than 12 units are exempt from the test requirement.

Program changes - the program change cards list changes made. If a student dropped a class, one change was recorded. If he dropped a class and added another, two changes were recorded.

CONCLUSIONS

A. Characteristics (Table I)

1. More late applicants were transfers from other institutions.

2. More early applicants failed to enroll than late applicants, which was to be expected. Some students apply to more than one institution, and some apply several months early and change their plans about college during the summer. It is interesting that several (21) of those who applied late changed their plans within a week.

3. More late applicants were excluded from the study because of too few units, so that more students from the control group remained in the study.

4. More late applicants were 21 years old or older, and more in the control group were under 21.

5. There was no difference in high school grade point average between the two groups.

6. More late applicants failed to have a high school transcript on file; this was because of more being exempt from the transcript and more required to have a transcript but not having it on file.

7. More late applicants were non-traditional graduates (CHSPE or GED).

8. More late applicants were not high school graduates.

9. Of those who needed transcripts from high school, fewer were sent by late applicants.

10. More late applicants were exempt from the transcript requirement since more were non-graduates and more were taking less that 12 units.

11. There was no difference in which test was submitted, except for ACT, and numbers were so small (1 and 3) that the difference was not meaningful.

12. More late applicants were exempt from the test requirement because they were taking less than 12 units.

13. There were some students who submitted two different tests, or who were exempt and submitted a test anyhow. More of these were the late applicants.

14. Of those for whom a test was required, more of the late applicants failed to submit a test score.

B. First (fall) semester experience (Table II)

1. The average late applicant enrolled in fewer units than did the early applicant, but this was not tested for significance.

2. There was no difference in the number of students who made program changes during the semester.

3. More late applicants were enrolled for less than 12 units (full time).

4. More late applicants withdrew during the semester, and fewer units were earned by late applicants as a result. This was also a function of dropping courses, reducing unit load, and failing units.

5. There was no difference in the number of units earned and in the number of students earning those units.

6. There was no difference in the grade point averages.

7. Fewer late applicants completed 75% of the units for which they enrolled, and of those enrolled for 12 or more units, fewer completed 12 or more units with 75% completion and at least 2.0 grade point average.

C. Second (spring) semester experience (Table III)

1. The average late applicant enrolled in fewer units his second csmester than did the average early applicant, but this was not tested for significance.

2. Fewer late applicants returned for the second semester.

3. Of those who did enroll, fewer late applicants enrolled for 12 or more units.

4. During the first semester certain students withdrew, or were excluded from the study, or didn't enroll. A very small number of these students did enroll for the spring semester, but there were no significant differences between the early and late groups.

RECOMMENDATIONS

1. Since late applicants tend not to send high school transcripts, it is recommended that a transcript request card be filled out by late applicants and signed as a part of their application process, and the card mailed to the high school by the admissions office. This should reduce considerably the number of required outstanding high school transcripts.

2. Since the number of late applicants who have not taken a placement test but are required to do so is significantly higher, it is recommended that the test be

required to be taken prior to registration for the spring semester; failing to do so would result in reduction of units for the second semester to part-time (less than 12).

3. The late applicants are too late for advising by the counseling and advising staff, especially those who appear at regular registration. (Those who come in after the beginning of instruction may have time for advising, but during the first three weeks the counseling staff is usually pressured by more students than they have time to see and advise adequately. Therefore it is recommended that at registration, a sizeable advising center be established and staffed by experienced advisors to give these late students adequate assistance, and to give them the feeling that they are not just being pushed through. It is suggested that thought be given to maintaining an advising center during the first week or two of the semester, especially of the fall semester, to assist those students coming late, and perhaps to assist those students who wish to revise their schedules. The data of this study indicate that these late students withdraw at a greater rate, drop more units, and complete fewer units. If they were given the opportunity to have more attention given to them and their educational needs, perhaps the attrition rate might not be as high. One finding of the NorCal Attrition Study, Three-Year Project, was that if students are surrounded by an aura of concern they tend to persist at a higher rate. Perhaps the late student doesn't feel the "aura of concern" at Reedley College.

TABLE I

TABLE IV CALCULATION	DESCRIPTIVE DATA	CONTROL (25% sample)	EXPERIMENTAL (100% sample)	NULL HYPOTHESIS REJECTED
	Number Initially in Study	200	200	
3	Transfers from other institutions	18	38	Yes
1	Those who didn't enroll	35	21	Yes
2	Excluded from study (too few units)	3	33	Yes
2	Number remaining in study	162	146	Yes
4	Age - 21 or over	24	79	Yes
4	Age - under 21	138	67	Yes
5	High school GPA - 2.0 or over	128	52	No
5	High school GPA - under 2.0	21	9	No
6	High school GPA - no transcript on file	6	50	Yes
7	CHSPE or GED	2	10	Yes
8	High school non-grad	5	25	Yes
9	High school transcript needed, have	136	46	Yes
9	High school transcript needed, don't have	3	22	Yes
10	High school transcript not required	23	78	Yes
11	Test submitted - CGP	119	51	No
12	Test submitted - SAT	20	5	No
13	Test submitted - ACT	1	3	Yes
14	Test - exempt	22	67	Yes
15	Test - submitted 2, or exempt and test	20	21	Yes
16	Test required, no test submitted	0	20	Yes

TABLE II

TABLE IV CALCULATION	FIRST SEMESTER (FALL) DATA	CONTROL (25% sample)	EXPERIMENTAL (100% sample)	NULL HYPOTHESIS REJECTED
	Units enrolled - planning sheet	1955	1691	
	Units enrolled - average (N=200)	9.775	8.455	
	Units enrolled - average (CN=162, EN=146)	12.06	11.9	
19	Units enrolled - less than 12, more than 2 - number of students	16	53	Yes
	Units enrolled - 7th week	1934.5	1626.5	
	Units enrolled - average (CN=162,EN=146)	11.94	11.14	
	Program changes - number of changes	373	325	
	Program changes - average (CN=162,EN=146)	2.3	2.22	
17	Program changes - number of students	108	100	No
	Program changes - average (CN=108,EN=100)	3.45	3.25	
18	Withdrew	23	42	Yes
20,21	Units earned	1650	889	Yes
20	Units not earned-based on planning sheet	305	802	Yes
21	Units not earned-based on 7th week	284.5	737.5	Yes
	Units earned-average(CN=162,EN=146)	10.18	6.089	
22	Units earned - none- number of students (W excluded)	8	13	No
22	Units earned - number of students	131	91	No
	Units earned - average (CN=131,EN=91)	12.59	9.769	
23	GPA 2.0 and up	114	79	No
23	GPA below 2.0, above zero	17	12	No
24	Zero GPA	10	13	No
25	Completed 75% of units enrolled	88	61	Yes
26	Completed 12 or more units, 75% completion, 2.0+GPA	75	40	Yes
19	Units enrolled - 12 or more - number of students	146	93	Yes

TABLE III

TABLE IV CALCULATION	SECOND SEMESTER (SPRING) DATA	CONTROL (25% sample)	EXPERIMENTAL (100% sample)	NULL HYPOTHESIS REJECTED
	Units enrolled	1877	901	
	Units enrolled - average (N=200)	9.38	4.5	
	Units enrolled - average (CN=162,EN=146)	11.58	6.17	
27	Units not enrolled - number of students	40	71	**Yes**
27	Units enrolled - number of students	122	75	**Yes**
28	Units enrolled - 12 or higher - number of students	111	48	**Yes**
28	Units enrolled - less than 12 - number of students	11	27	**Yes**
	Units enrolled - average (CN=122,EN=75)	15.38	12.01	
29	First semester W, enrolled second semester 12+ units	2	0	No
30	First semester W, enrolled second semester 3-11 units	1	3	No
	First semester W, enrolled second semester 1-2 units	0	0	No
31	First semester EX, enrolled second semester 12+units	0	1	No
32	First semester EX, enrolled second semester 3-11 units	0	2	No
33	First semester EX, enrolled second semester 1-2 units	1	4	No
34	First semester NE, enrolled second semester 12+units	1	0	No
35	First semester NE, enrolled second semester 3-11 units	3	0	No
34	First semester NE, enrolled second semester 1-2 units	1	0	No

TABLE IV

1. **Students in the groups who enrolled**

$$x^2 = \frac{(179 \cdot 35 - 165 \cdot 21)^2 400}{200 \cdot 200 \cdot 56 \cdot 344} = 4.069$$

	Contr.	Exp.	Total
Enrolled	165	179	344
Didn't enroll	35	21	56
Totals	200	200	400

2. **Students enrolled for less than 3 units**

$$x^2 = \frac{(162 \cdot 33 - 146 \cdot 3)^2 344}{179 \cdot 165 \cdot 36 \cdot 308} = 25.3$$

	Contr.	Exp.	Total
Over 2 units	162	146	308
Under 3 units	3	33	36
Totals	165	179	344

3. **Transfers from other institutions**

$$x^2 = \frac{(38 \cdot 182 - 18 \cdot 162)^2 400}{200 \cdot 200 \cdot 344 \cdot 56} = 8.305$$

	Contr.	Exp.	Total
Transfer	18	38	56
Non-transfer	182	162	344
Totals	200	200	400

4. **Age**

$$x^2 = \frac{(79 \cdot 138 - 67 \cdot 24)^2 308}{146 \cdot 162 \cdot 205 \cdot 103} = 53.27$$

	Contr.	Exp.	Total
21 and over	24	79	103
Under 21	138	67	205
Totals	162	146	308

5. **High school grade point average**

$$x^2 = \frac{(9 \cdot 128 - 21 \cdot 52)^2 210}{61 \cdot 149 \cdot 30 \cdot 180} = 0.015$$

	Contr.	Exp.	Total
GPA 2.0+	128	52	180
GPA under 2.0	21	9	30
Totals	149	61	210

6. **High school transcripts on file**

$$x^2 = \frac{(149 \cdot 50 - 6 \cdot 61)^2 266}{155 \cdot 111 \cdot 56 \cdot 210} = 65.97$$

	Contr.	Exp.	Total
Trans. on file	149	61	210
No transcript	6	50	56
Totals	155	111	266

7. Non-traditional high school - GED or CHSPE

$$x^2 = \frac{(10 \cdot 160 - 2 \cdot 136)^2 308}{162 \cdot 146 \cdot 296 \cdot 12} = 6.46$$

	Contr.	Exp.	Total
GED or CHSPE	2	10	12
Grad. or non-gr.	160	136	296
Totals	162	146	308

8. High school graduation

$$x^2 = \frac{(155 \cdot 25 - 5 \cdot 111)^2 296}{160 \cdot 136 \cdot 30 \cdot 266} = 18.78$$

	Contr.	Exp.	Total
Graduates	155	111	266
Non-grads.	5	25	30
Totals	160	136	296

9. High school transcripts required, on file

$$x^2 = \frac{(22 \cdot 136 - 3 \cdot 46)^2 207}{139 \cdot 68 \cdot 25 \cdot 182} = 39.20$$

	Contr.	Exp.	Total
Req. on file	136	46	182
Req. not on file	3	22	25
Totals	139	68	207

10. High school transcripts not required

$$x^2 = \frac{(139 \cdot 78 - 23 \cdot 68)^2 308}{162 \cdot 146 \cdot 101 \cdot 207} = 53.61$$

	Contr.	Exp.	Total
Trans. required	139	68	207
Tr. not req.	23	78	101
Totals	162	146	308

11. Tests submitted, CGP

$$x^2 = \frac{(119 \cdot 8 - 21 \cdot 51)^2 199}{140 \cdot 59 \cdot 29 \cdot 170} = 0.07$$

	Contr.	Exp.	Total
CGP	119	51	170
SAT + ACT	21	8	29
Totals	140	59	199

12. Tests submitted, SAT

$$x^2 = \frac{(20 \cdot 54 - 120 \cdot 5)^2 199}{140 \cdot 59 \cdot 174 \cdot 25} = 1.276$$

	Contr.	Exp.	Total
SAT	20	5	25
CGP + ACT	120	54	174
Totals	140	59	199

13. Tests submitted, ACT

$$x^2 = \frac{(3 \cdot 139 - 56 \cdot 1)^2 199}{140 \cdot 59 \cdot 195 \cdot 4} = 4.025$$

	Contr.	Exp.	Total
ACT	1	3	4
CGP + SAT	139	56	195
Totals	140	59	199

14. Exempt from test requirement

$$x^2 = \frac{(140 \cdot 67 - 22 \cdot 79)^2 308}{162 \cdot 146 \cdot 219 \cdot 89} = 39.01$$

	Contr.	Exp.	Total
Test exempt	22	67	89
Test requir.	140	79	219
Totals	162	146	308

15. Submitted two tests, or one when exempt

$$x^2 = \frac{(120 \cdot 21 - 20 \cdot 38)^2 199}{140 \cdot 59 \cdot 157 \cdot 41} = 11.59$$

	Contr.	Exp.	Total
Sub. 2 tests	20	21	41
Sub. 1 test	120	38	157
Totals	140	59	199

16. Test required, but submitted no test

$$x^2 = \frac{(140 \cdot 20 - 59 \cdot 0)^2 219}{140 \cdot 79 \cdot 199 \cdot 20} = 39.0$$

	Contr.	Exp.	Total
No test sub.	0	20	20
Sub. test	140	59	199
Totals	140	79	219

17. Number of students changing program

$$x^2 = \frac{(108 \cdot 46 - 54 \cdot 100)^2 308}{162 \cdot 146 \cdot 100 \cdot 208} = 0.11$$

	Contr.	Exp.	Total
Changed prog.	108	100	208
No change	54	46	100
Totals	162	146	308

18. Number of withdrawals from school

$$x^2 = \frac{(139 \cdot 42 - 104 \cdot 23)^2 308}{162 \cdot 146 \cdot 243 \cdot 65} = 9.79$$

	Contr.	Exp.	Total
Withdrew	23	42	65
Didn't withdr.	139	104	243
Totals	162	146	308

19. Part-time students - 3 to 11.5 units

$$x^2 = \frac{(146 \cdot 53 - 16 \cdot 93)^2 308}{162 \cdot 146 \cdot 239 \cdot 69} = 30.84$$

	Contr.	Exp.	Total
Part-time	16	53	69
Full-time	146	93	239
Totals	162	146	308

20. Units not earned compared with planning sheet units

$$x^2 = \frac{(1650 \cdot 802 - 305 \cdot 889)^2 3645}{1955 \cdot 1691 \cdot 1107 \cdot 2538} = 434.5$$

	Contr.	Exp.	Total
Units earned	1650	889	2538
Units not earned	305	802	1107
Totals	1955	1691	3645

21. Units not earned compared with 7th week units

$$x^2 = \frac{(1650 \cdot 737 - 889 \cdot 284)^2 3559}{1934 \cdot 1626 \cdot 1020 \cdot 2539} = 405.476$$

	Contr.	Exp.	Total
Units earned	1650	889	2539
Units not earned	284	737	1020
Totals	1934	1626	3559

22. Earned not units without withdrawing

$$x^2 = \frac{(131 \cdot 13 - 8 \cdot 91)^2 243}{139 \cdot 104 \cdot 222 \cdot 21} = 3.42$$

	Contr.	Exp.	Total
No units earned	8	13	21
Earned units	131	91	222
Totals	139	104	243

23. Number of students earning 2.0+ fall, 1979

$$x^2 = \frac{(114 \cdot 12 - 79 \cdot 17)^2 222}{131 \cdot 91 \cdot 29 \cdot 193} = 0.002$$

	Contr.	Exp.	Total
2.0+ GPA	114	79	193
Below 2.0, over 0	17	12	29
Totals	131	91	222

24. Earned zero GPA, excluding withdrawals

$$x^2 = \frac{(131 \cdot 13 - 91 \cdot 10)^2 245}{141 \cdot 104 \cdot 222 \cdot 23} = 2.05$$

	Contr.	Exp.	Total
Zero GPA	10	13	23
Above zero GPA	131	91	222
Totals	141	104	245

25. Students completing 75% of units enrolled

	Contr.	Exp.	Total
Compl. 75%	88	61	149
Less than 75%	74	85	159
Totals	162	146	308

$$x^2 = \frac{(88 \cdot 85 - 74 \cdot 61)^2 308}{162 \cdot 146 \cdot 159 \cdot 149} = 4.835$$

26. Enrolled in and completing 12 units, 75%, 20+ GPA

	Contr.	Exp.	Total
Compl. 12 un	75	40	115
Didn't compl.	71	53	124
Totals	146	93	239

$$x^2 = \frac{(75 \cdot 53 - 71 \cdot 40)^2 239}{146 \cdot 93 \cdot 124 \cdot 115} = 19.50$$

27. Number of students enrolling spr. semester, 1980

	Contr.	Exp.	Total
Enrolled	122	75	197
Didn't enroll	40	71	111
Totals	162	146	308

$$x^2 = \frac{(122 \cdot 71 - 75 \cdot 40)^2 308}{162 \cdot 146 \cdot 111 \cdot 197} = 19.09$$

28. Enrolled spr. 1980 for 12 or more units

	Contr.	Exp.	Total
12 or more	111	48	159
Under 12	11	27	38
Totals	122	75	197

$$x^2 = \frac{(111 \cdot 27 - 11 \cdot 48)^2 197}{122 \cdot 75 \cdot 38 \cdot 159} = 21.72$$

29. Withdrew fall sem., enrolled spr. for 12 or more units

	Contr.	Exp.	Total
12 or more	2	0	2
Not enrolled	21	42	63
Totals	23	42	65

$$x^2 = \frac{(2 \cdot 42 - 21 \cdot 0)^2 65}{23 \cdot 42 \cdot 63 \cdot 2} = 3.768$$

30. Withdrew fall sem., enrolled spr. for 3-11 units

	Contr.	Exp.	Total
Enroll 3-11	1	3	4
Not enroll 3-11	20	39	59
Totals	21	42	63

$$x^2 = \frac{(3 \cdot 20 - 1 \cdot 39)^2 63}{21 \cdot 42 \cdot 59 \cdot 4} = 0.133$$

31. Excluded from study, enrolled 12+ units in spring

	Contr.	Exp.	Total
Enrolled 12+	0	1	1
Not enrolled 12+	3	32	35
Totals	3	33	36

$$x^2 = \frac{(3 \cdot 1 - 32 \cdot 0)^2 36}{3 \cdot 33 \cdot 35 \cdot 1} = 0.093$$

32. Excluded from study, enrolled 3-11 units in spring

	Contr.	Exp.	Total
Enrolled 3-11	0	2	2
Not enrolled 3-11	3	30	33
Totals	3	32	35

$$x^2 = \frac{(3 \cdot 2 - 30 \cdot 0)^2 35}{3 \cdot 32 \cdot 33 \cdot 2} = 0.198$$

33. Excluded from study, enrolled 1-2 units in spring

	Contr.	Exp.	Total
Enrolled 1-2	1	4	5
Not enrolled 1-2	2	28	30
Totals	3	32	35

$$x^2 = \frac{(1 \cdot 28 - 4 \cdot 2)^2 35}{3 \cdot 32 \cdot 30 \cdot 5} = 0.972$$

34. Not enrolled fall, enrolled spring 12+ units

	Contr.	Exp.	Total
Enrolled 12+	1	0	1
Not enrolled 12+	34	21	55
Totals	35	21	56

$$x^2 = \frac{(21 \cdot 1 - 34 \cdot 0)^2 56}{35 \cdot 21 \cdot 55 \cdot 1} = 0.610$$

35. Not enrolled fall, enrolled spring 3-11 units

	Contr.	Exp.	Total
Enrolled 3-11	3	0	3
Not enrolled 3-11	31	21	52
Totals	34	21	55

$$x^2 = \frac{(3 \cdot 21 - 31 \cdot 0)^2 55}{34 \cdot 21 \cdot 52 \cdot 3} = 1.959$$

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